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ABSTRACT

An instrument for analyzing ethnic studies curriculum materials for grades K-12 is presented. The Social Science Education Consortium (SSEC), Inc. staff designed the analysis instrument to check ethnic accuracy of materials as an aid to classroom teachers who are preparing ethnic studies curriculum. The booklet is divided into two main sections. Part I is a modified version of the Curriculum Materials Analysis System (CMAS) (Morrissett, et al., 1971). It contains five sections of the instrument: (1) Product Characteristics; (2) General Educational Quality of Materials; (3) Ethnic Heritage Content; (4) Adaptability of Materials to Conditions of Use; and (5) Overall Evaluation. The questions in section 3, Ethnic Heritage Content, focus specifically on the treatment of ethnic groups in the materials and they analyze issues such as stereotyping, realism, accuracy, and appreciation of other cultures. Part II is an abbreviated edition of the CMAS to be used when a quick evaluation is necessary. The book is included in an Ethnic Heritage Studies Kit, along with other books, a filmstrip, and a cassette. The kit is available from the SSEC for $29.00. (Author/DB)

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ED128279

Ethnic Heritage Studies Materials Analysis Instrument

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Social Science Education Consortium, Inc.

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ETHNIC STUDIES
MATERIALS
ANALYSIS INSTRUMENT

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Boulder, Colorado 80302

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INTRODUCTION

In July 1974, the Social Science Education Consortium, Inc., (SSEC) received a Title IX grant from the U.S. Office of Education for the "Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials."

One of the major tasks of the project was to collect and analyze ethnic studies curriculum materials, defined as any set of materials having both a student and a teacher component (e.g. student text and teacher's guide or multimedia kit with teacher's handbook). To analyze these materials, the SSEC ethnic heritage staff developed the analysis instrument which follows in Part I of this document. The instrument has been reviewed and approved by numerous ethnic organizations and members of the project's National Advisory Council.

The analysis instrument is designed to aid classroom teachers who are preparing curriculum for ethnic studies by providing them with an instrument for analyzing the educational soundness and ethnic accuracy of materials. It is hoped that the instrument will enable teachers to avoid materials which unfairly or inaccurately portray ethnic groups and to select instead materials which are high in quality and well-suited to class needs.

The analysis instrument in Part I is a modified version of the Curriculum Materials Analysis System (CMAS) (Morrissett, et al., 1971), a product of the SSEC which has been used to analyze a variety of curriculum materials.

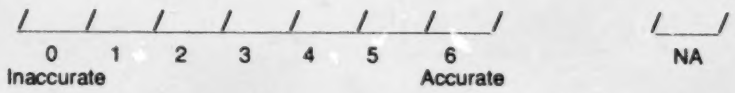
Four sections of the instrument deal with the educational quality of materials. These sections are 1.0 Product Characteristics, 2.0 General Educational Quality of Materials, 4.0 Adaptability of Materials to Conditions of Use, and 5.0 Overall Evaluation.

The questions in Section 3.0, Ethnic Heritage Content, focus specifically on the treatment of ethnic groups in the materials and analyze issues such as stereotyping, realism, accuracy, and appreciation of other cultures.

Part II of this document contains an abbreviated edition of the longer analysis instrument. To develop this form, we abstracted the most crucial concepts from Sections 3.0 and 5.0 of the original instrument and combined them into a less detailed instrument. The short form can be used by a teacher to make a quick evaluation of materials, or it can be used as a demonstration tool in workshops. However, for a thorough materials analysis, the longer instrument should be applied.

GENERAL INSTRUCTIONS FOR USING THE ETHNIC HERITAGE MATERIALS ANALYSIS INSTRUMENT

The questions asked in the analysis instrument require a scaled response. A typical scale is shown below.



The analyst is asked to check the number on this scale that he or she feels best answers the question.

In Section 1.0 information necessary to answer some of the questions may not be available. The analyst can indicate this by checking the box labeled "unavailable" which appears at the end of the question. In other sections, some questions may not be applicable to the materials being analyzed. The analyst can indicate

this by checking the box labeled "NA" (not applicable) which appears at the right of the scale.

At the end of each section, space has been provided for the analyst to write comments or notes about the materials. Such comments are particularly useful at the conclusion of section 5.0 Overall Evaluation.

PART I

ETHNIC STUDIES MATERIALS ANALYSIS INSTRUMENT

Title of Materials: _____

From Series or Package: _____

Author, Developer, or Editor: _____

Publisher, Institution, or Agency and Complete Address: _____

_____

_____

_____

Ethnic Heritage Groups Discussed in the Materials (list individually):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Analyst: _____

Date: _____

1.0 PRODUCT CHARACTERISTICS

This section gives a general overview of the physical characteristics of the materials and information concerning the materials' developing agent.

1.1 Indicate the most prominent discipline or disciplines in the materials by marking them "1," "2," "3," in order of prominence; if they cannot be distinguished, mark them all "1." If more than three disciplines are prominent, mark either "interdisciplinary" or "multidisciplinary."

Anthropology	_____	Psychology	_____
Economics	_____	Sociology	_____
Geography	_____	Social Psychology	_____
History	_____	Interdisciplinary	_____
Political Science	_____	Multidisciplinary	_____

1.2 For what grade level or levels are these materials most appropriate?

As indicated by the author/publisher _____ _____

As indicated by the analyst _____

/___/
unavailable

1.3 The developing agent considers these materials to be suitable for students of what academic status?

Gifted	_____	Slow learner	_____
Average	_____	All students	_____

/___/
unavailable

1.4 For what educational time block are these materials prepared?

Single lesson	_____	Year-long course	_____
Unit or minicourse	_____	Other (specify)	_____
Semester	_____		

/___/
unavailable

1.5 Which of the following components are included in the materials package?

		COST
Student Text	_____	_____
Other printed student materials (specify)	_____	_____
Teacher's Guide	_____	_____
Other printed teacher materials (specify)	_____	_____

Film	_____	_____
Filmstrips	_____	_____
Record	_____	_____
Cassette	_____	_____
Other media (specify)	_____	_____

1.6 This evaluation will analyze the following items:

1.7 In general, how successful have the materials been reported to be when used in the field?

/____/
unavailable

1.8 Is the author or developing agent a member of an ethnic heritage group? _____ If so, which group? _____

/____/
unavailable

2.0 GENERAL EDUCATIONAL QUALITY OF MATERIALS

This section of the analysis concerns the rationale, objectives, instructional theory, and teaching strategies present in the materials.

2.1 Rationale and Objectives

A rationale is a philosophic position on education held by a curriculum developer. It consists of the assumptions and goals which the developer uses as guides and criteria for the selection and ordering of objectives, content, strategies, and evaluation processes in the curriculum.

Objectives of curriculum materials are statements that indicate the ways in which students are expected to change their thinking, values, and actions as a result of using the materials.

Cognitive objectives examine the facts, concepts, generalizations, structure(s), and theory(ies) presented in the materials. Affective objectives examine the presence of values and attitudes in the materials and the commitments to beliefs or actions promoted by the materials.

2.11 Can the author's rationale be found explicitly and clearly in the materials or does it seem that no rationale exists?

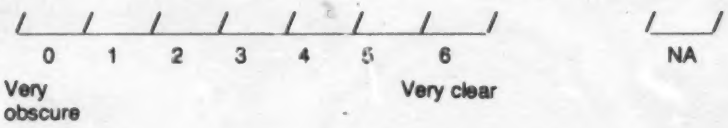
/____/____/____/____/____/____/____/____/ /____/

0 1 2 3 4 5 6 NA

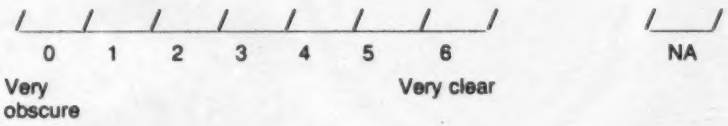
Nonexistent or impossible to discover

Explicit and very clear

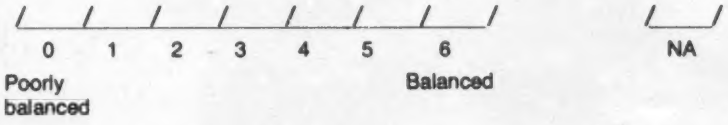
2.12 How clear is the author in setting forth cognitive objectives?



2.13 How clear is the author in setting forth affective objectives?



2.14 Do the materials reflect a balance between affective and cognitive content?



2.15 If not balanced, which objectives are emphasized? (see question 2.14)

cognitive _____

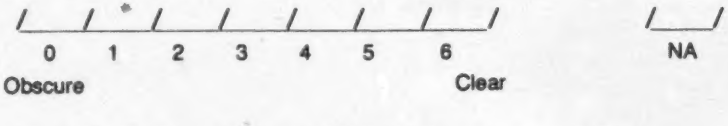
affective _____

/____/
NA

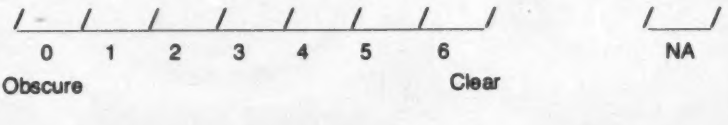
2.2 Instructional Theory

Instructional theory concerns achieving curricular objectives through methods of reinforcement, transfer of learning, and retention. Teaching modes are general teaching approaches used to carry out instructional theory (inquiry, discovery, directed discussion, etc.). Teaching strategies are the specific patterns of action aimed at accomplishing instructional goals (role-playing, question-answer, etc.).

2.21 How clear is the author in setting forth instructional theory?



2.22 How clear is the author in setting forth teaching modes?



2.23 What are the principle teaching modes identified by the author to be employed in teaching the materials?

Discovery	_____	Individualized Instruction	_____
Directed Discovery	_____	Directed Discussion	_____
Programmed Instruction	_____	Written Communication	_____
Lecture	_____	Other (specify)	_____

/____/
unavailable

2.24 How clear is the author in setting forth specific teaching strategies?

/____/____/____/____/____/____/____/____/ /____/

0 1 2 3 4 5 6 NA

Obscure Clear

2.25 What are the predominant teaching strategies present in the materials?

Role-Playing/Dramatization	_____	Case Studies	_____
Question-Answer	_____	Community Activities	_____
Simulation/Games	_____	Research Projects	_____
Problem Solving	_____	Field Trips	_____
Written Work	_____	Other (specify)	_____
Audiovisual	_____		

/____/
unavailable

2.26 How consistent is the content rationale with the instructional theory?

/____/____/____/____/____/____/____/____/ /____/

0 1 2 3 4 5 6 NA

Inconsistent Consistent

Notes or Comments:

3.0 ETHNIC HERITAGE CONTENT

This section concerns the quality of information on ethnic heritage groups presented in the materials and the appropriateness of the student attitudinal and behavioral changes expected from use of the materials. The analysis focuses on format, realism and accuracy, and development of intercultural understandings.

3.1 Format

Format concerns the visual presentation of materials and the effect of visual presentation on the user's perception of content.

3.11 Are the ethnic heritage groups treated separately (by chapter, section) or are they treated within the general context of the materials?

/___/___/___/___/___/___/___/___/ /____/

0 1 2 3 4 5 6 NA

Separately — In general context

3.12 Does the material show actual examples of the language or dialects of the ethnic heritage group?

/___/___/___/___/___/___/___/___/ /____/

0 1 2 3 4 5 6 NA

No examples — Many examples

3.13 Does the material emphasize actual photographs and pictures rather than illustrations?

/___/___/___/___/___/___/___/___/ /____/

0 1 2 3 4 5 6 NA

Many illustrations — Many photographs

3.14 To what extent are picture captions and headings compatible with the text of the material?

/___/___/___/___/___/___/___/___/ /____/

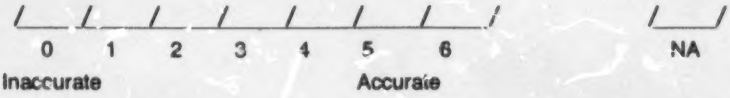
0 1 2 3 4 5 6 NA

Incompatible — Compatible

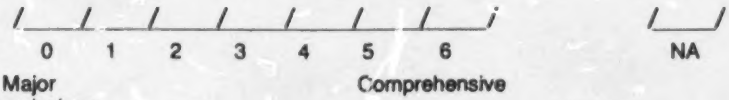
3.2 Realism and Accuracy

This section concerns how the genuine nature of representative life styles, past and present, are portrayed in the materials.

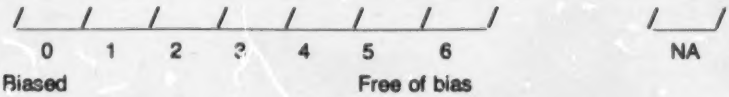
3.21 How accurate are the historical facts presented in the materials overall?



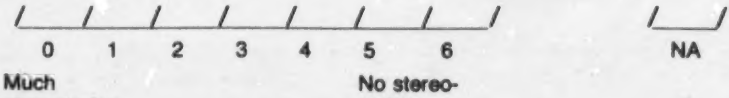
3.22 Do major omissions distort the historical accuracy of the materials?



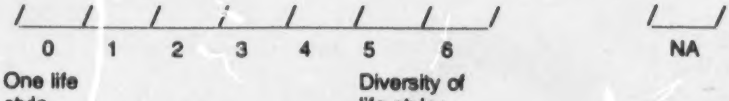
3.23 How free of bias is the overall cognitive content of the materials?



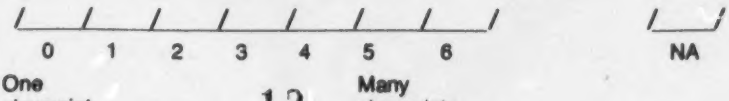
3.24 To what extent do the materials stereotype members of the ethnic heritage group?



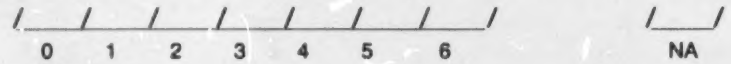
3.25 Do the materials portray a diversity of life styles within the ethnic heritage group?



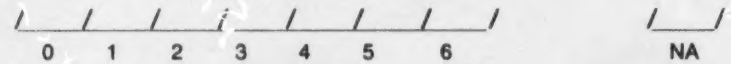
3.26 Are the ethnic groups represented in the materials presented from one viewpoint only or from many points of view?



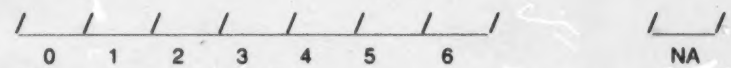
3.27 To what extent do the materials portray the influence of the ethnic group on life in the United States?



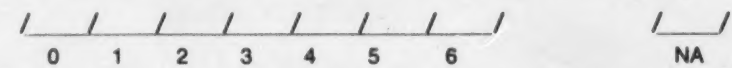
3.28 Do the materials show a relationship between the history of the ethnic heritage group and its current situation in America?



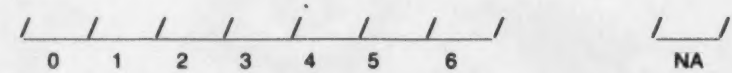
3.29 Do the materials emphasize the culture's heroes to the exclusion of its average members?



3.2(10) To what extent does the material deal with the language or dialects of the ethnic heritage group?



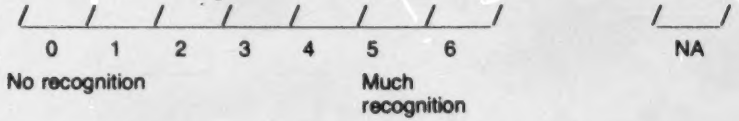
3.2(11) If presented, are languages or dialects respectfully or disparagingly portrayed?



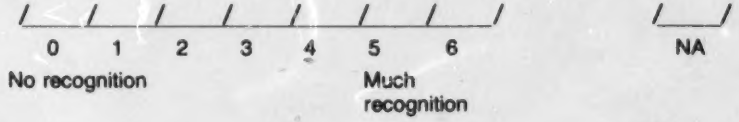
3.3 Individual and Society

This section concerns the author's perception of individuals' and ethnic heritage groups' roles in society.

3.31 To what extent does the author recognize the role the individual plays in society?



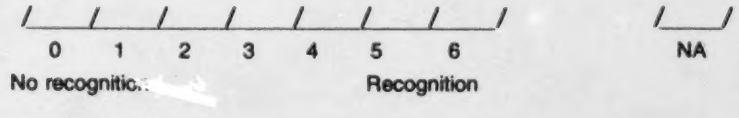
3.32 To what extent does the author recognize the role individuals play in their ethnic heritage groups?



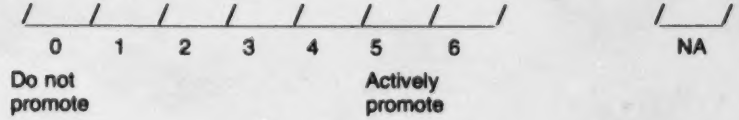
3.4 Development of Intercultural Understandings

This section concerns the extent to which the materials promote an awareness, acceptance, and appreciation of both the diversity and the interrelatedness of ethnic heritage groups.

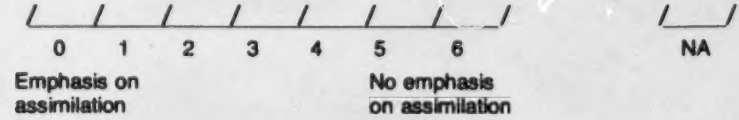
3.41 Do the materials recognize a universality of human problems?



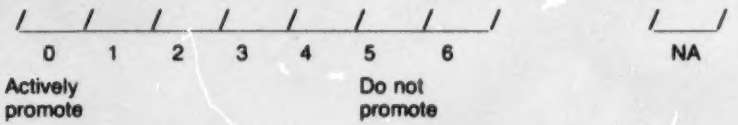
3.42 To what extent do the materials actively promote student understanding of the universality of human problems?



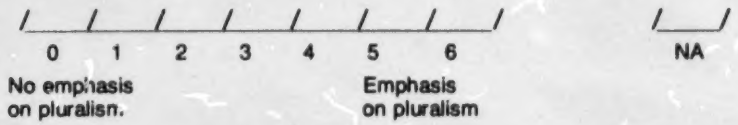
3.43 Do the materials emphasize the concept of assimilation of ethnic heritage groups into American life?



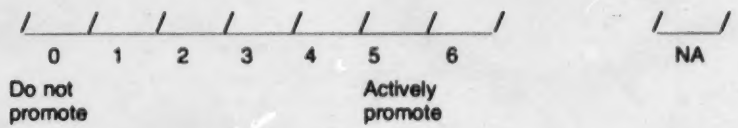
3.44 Do the materials actively promote student belief in the assimilation concept?



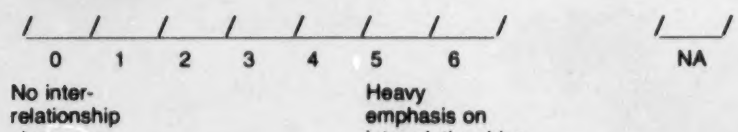
3.45 Do the materials emphasize the concept of ethnic pluralism within American life?



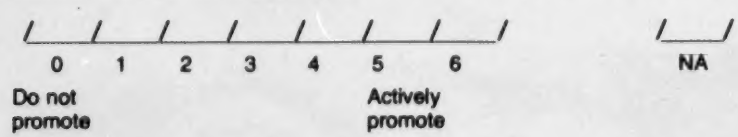
3.46 Do the materials actively promote student belief in the ethnic pluralism concept?



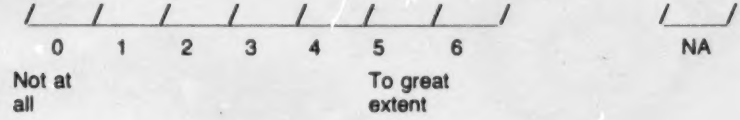
3.47 To what extent do the materials show an interrelationship among ethnic heritage groups?



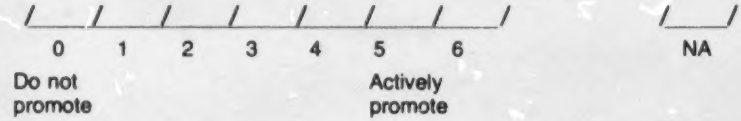
3.48 Do the materials actively promote student belief in the interrelationship of ethnic heritage groups?



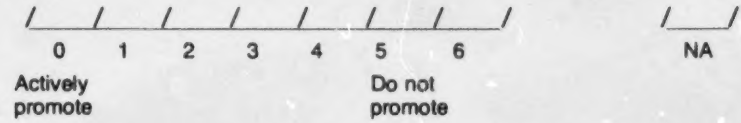
3.49 To what extent do the materials realistically portray the interrelationships of ethnic heritage groups (e.g. alliances, rivalries, conflicts)?



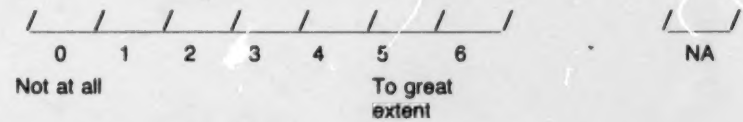
3.4(10) To what extent do the materials actively promote students' taking pride in their own ethnic heritage groups?



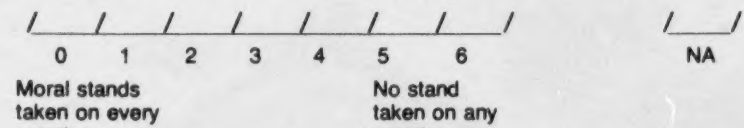
3.4(11) Do the materials promote ethnocentrism (regarding one's own ethnic heritage group as superior)?



3.4(12) To what extent do the materials encourage students to appreciate ethnic heritage groups other than their own?



3.4(13) To what extent do the materials take a moral stand on cultural practices of ethnic heritage groups (e.g. polygamy, geriatricide)?



3.4(14) To what extent do the materials encourage students to take a moral stand on cultural practices of ethnic heritage groups?

/___/___/___/___/___/___/___/___/ /____/

0 1 2 3 4 5 6 NA

Actively encourage — Do not encourage

3.4(15) To what extent do the materials take a moral stand on the treatment of ethnic heritage groups (e.g. slavery, legal restrictions, residential restrictions, occupation restrictions)?

/___/___/___/___/___/___/___/___/ /____/

0 1 2 3 4 5 6 NA

No stand taken on any treatment — Moral stand taken on every treatment

3.4(16) To what extent do the materials encourage students to take a moral stand on the treatment of ethnic heritage groups?

/___/___/___/___/___/___/___/___/ /____/

0 1 2 3 4 5 6 NA

Do not encourage — Actively encourage

3.4(17) If the materials discuss more than four ethnic heritage groups, are all groups treated with equal accuracy and sensitivity?

Yes _____ No _____

/____/
NA

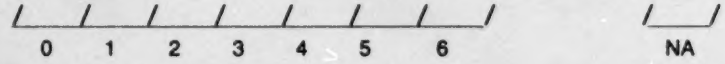
If no, explain.

Notes or Comments:

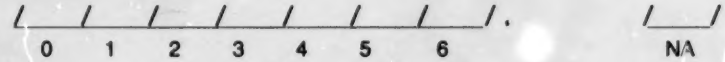
4.0 ADAPTABILITY OF MATERIALS TO CONDITIONS OF USE

This section deals with the adaptability of the materials to conditions in which they will be used. Conditions relating to pupils, teachers, general curricula, schools, and communities will be analyzed.

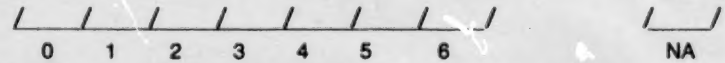
4.1 To what extent do the materials seem to be specifically directed toward students who are members of individual ethnic heritage groups?



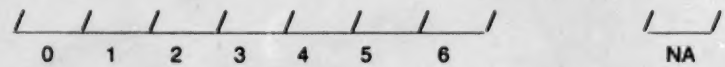
4.2 How adaptable are these materials for students of various academic statuses (e.g. slow, average, gifted)?



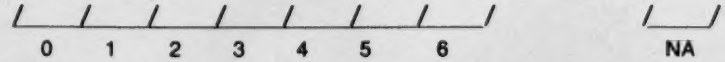
4.3 To what extent is it necessary for a teacher who uses these materials to be of the ethnic heritage group being discussed?



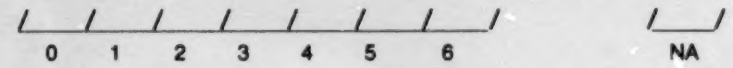
4.4 To what extent is it necessary for teachers to have inservice training in the content of these materials before using them?



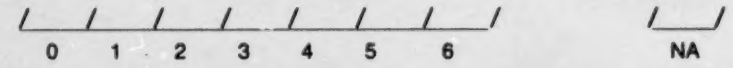
4.5 To what extent is it necessary for teachers to have inservice training in the suggested strategies before implementing them?



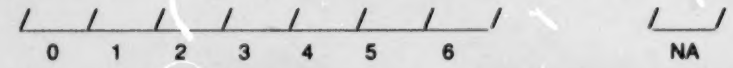
4.6 To what extent are the resource materials included in the curriculum unit? (Will teacher have to consult additional sources before using materials?)



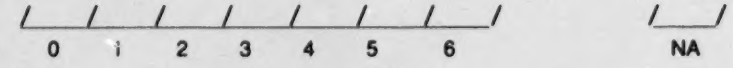
4.7 To what extent would these materials present a balanced ethnic heritage studies curriculum if used alone?



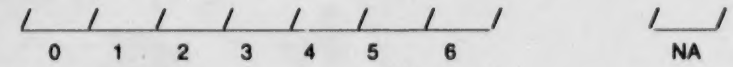
4.8 To what extent are these materials adaptable for most K-12 curricula?



4.9 To what extent are these materials adaptable for most school conditions (e.g. urban/suburban/rural; integrated /segregated)?



4.10 To what extent are these materials adaptable for most community conditions (e.g. urban/suburban/rural; integrated/segregated)?

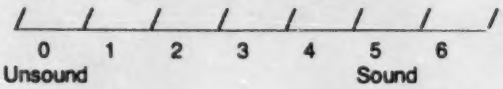


Notes or Comments:

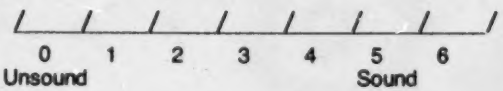
20

5.0 OVERALL EVALUATION

5.1 In general, how sound is the substantive content of these materials?

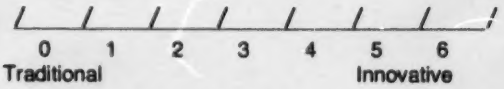


5.2 In general, how sound are the instructional theories and methods presented in the materials?

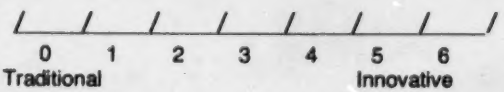


5.3 In general, how innovative are these materials?

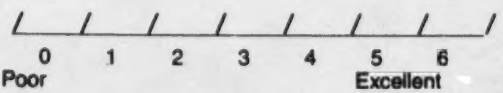
(a) Substantive Content



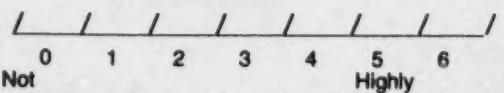
(b) Instructional Methods



5.4 In general, of what quality are the physical and technical presentations of the materials?



5.5 In general, to what degree would you (the analyst) recommend these materials be used?



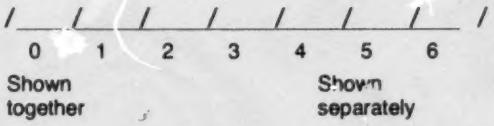
PART II

ETHNIC STUDIES MATERIALS

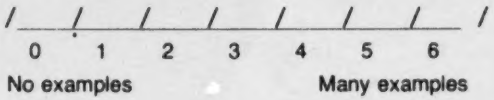
ANALYSIS INSTRUMENT — SHORT FORM

FORMAT

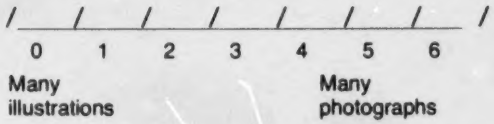
1. Do the materials show and discuss different ethnic groups relating to each other, or are groups shown in isolation?



2. Do the materials show actual examples of the language/dialect of the ethnic group?

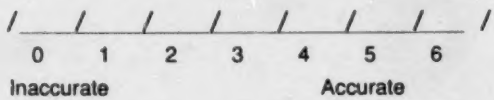


3. Do the materials emphasize actual photographs and pictures rather than illustrations?

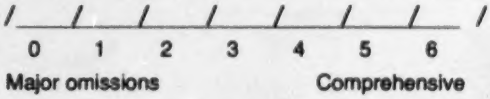


REALISM AND ACCURACY

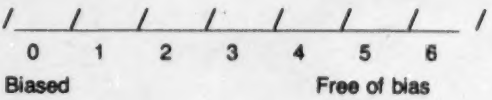
4. How accurate are the historical facts presented in the material?



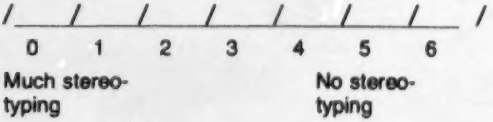
5. Do major omissions distort the historical accuracy of the materials?



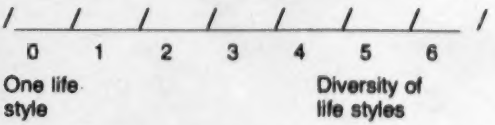
6. How free of bias is the overall content of the materials?



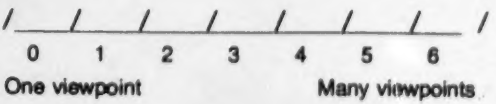
7. To what extent do the materials stereotype members of the ethnic group?



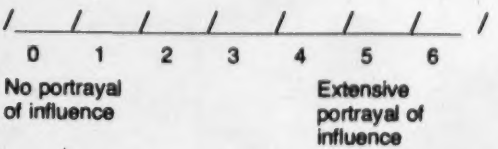
8. Do the materials portray a diversity of life styles within the ethnic group?



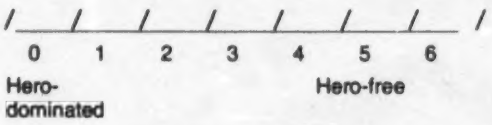
9. Is the ethnic group presented from only one viewpoint or from many points of view?



10. To what extent do the materials portray the influence of the ethnic group on life in the United States?

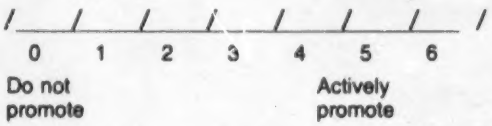


11. Do the materials emphasize the ethnic group's heroes to the exclusion of its average members?

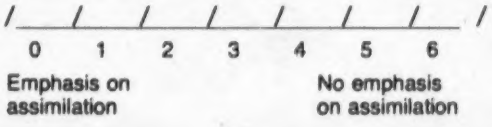


DEVELOPMENT OF INTERCULTURAL UNDERSTANDING

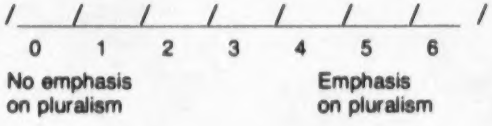
12. To what extent do the materials promote student understanding of the universality of human joys and problems?



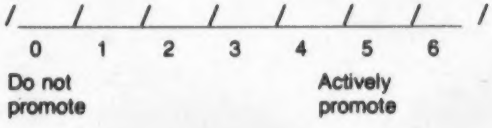
13. To what extent do the materials promote the concept of assimilation (groups "melting" together in society until they become indistinguishable)?



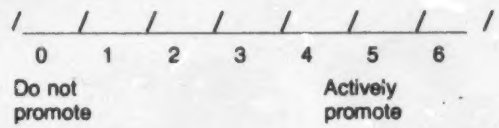
14. To what extent do the materials promote the concept of ethnic pluralism (groups living together in harmony and mutual respect while maintaining separate identities)?



15. To what extent do the materials promote students taking pride in their own ethnic groups?

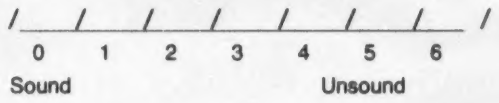


16. To what extent do the materials promote student appreciation of all ethnic groups?

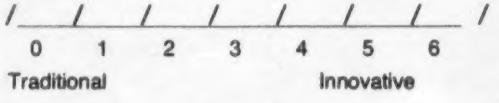


OVERALL EVALUATION

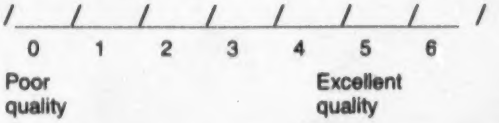
17. In general, how sound is the substantive content of these materials?



18. In general, how innovative are these materials?



19. In general, of what quality are the physical and technical presentations of the materials?



20. In general, to what degree would you recommend these materials be used?